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Community-based Psychosocial Support for Orphan and Vulnerable Children living in an Orphanage

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ABSTRACT

Children and people living in orphanages are a high-risk group vulnerable to psychosocial problems. Individual who lived in this community are not only orphans but also children and people from low-income families. This group could be perpetrators, witnesses and victims of bullying and other misbehavior lead to mental health and psychosocial problems that are carried out directly, both in the orphanage and in the school where they involved with. This community service aims to improve mental health status of children and people at the Al Husna Orphanage, Dau District, Malang Regency through training of early detection, prevention and early treatment for psychosocial problems through implementation of psychosocial intervention and counseling. When people live in together with other people from different backgrounds, many things triggered to conflict among them. Mental health on students were easily distracted. The results are that they have experienced risk for suicide, hallucination, delusion, anxiety, and social isolation. The manager of the orphanage and the teachers did not understand the early sign, symptoms and treatment then it followed by the psychology issues among staff and the teachers. Through the empowerment program that has been carried out by dealing with the orphan and vulnerable children, socialization and training regarding psychological well-being, early detection, prevention, and treatment could be well-implemented during their activity of daily living. They can detect the deviations early and arrange prevention lists as well as sustainable step for upcoming moment. Most of the children and people were not aware of the problem mental health issues around them as well as prevention and early treatment. People in the orphanage play an active role during outreach activities, training, counseling and focus group discussions..

KEYWORDS

Psychosocial; orphan; vulnerable children; orphanage

INTRODUCTION

Children and young people living in orphanages are a group at high risk for psychosocial problems (orphans and vulnerable children). The people living in this community were not only orphans, but also children from low-income families who decided to stay at orphanage while their family living in the village. This group could be the perpetrators, witnesses and victims of bullying and other kinds of misbehavior activity. This non-profit service aims to improve the health of the students of Al Husna

Orphanage, Dau District, Malang Province. Early detection, prevention and treatment of mental health problems for children must be treated as soon as possible because they lived in this life without any parents. When this special group lived under the weather and stressor happened throughout their life, psychological issues frequently being a life burden. Moreover, when there were no people understand the support system concept, it makes the condition of orphan dan vulnerable children worse.

Children and orphanage caregivers are encouraged to aware and always identify their surrounding that deviations presented among them. It is to promote early mental health care through empowerment programs and efforts could be made to prevent and treat the above problems. Together and persistence. Most students and parents are unaware of the mental health problems that arise and can be prevented and treated early. Additionally, some students have an outdated paradigm of understanding mental health only through psychiatric or schizophrenia groups. play an active role. Outcome of Activities was created, a book copyrighted intellectual property for orphanage children and young people, to help orphanage students and parents understand the risk factors and actual situations in the environment. Used for early detection of mental health problems. Through this empowerment program, counselors work with a community service team that conducts ongoing counseling efforts to understand student issues and enable students to take immediate action. Caregivers and students can be mutually exclusive teams to improve physical and mental health.

MATERIALS AND METHODS

The location of the activity is in Al Husna, an orphanage in Dau, Malang district. This community service done by teaching orphan and vulnerbfor early recognize their psychological well-being, then trained them the strategy to overcome the stress along their life and demonstrate the technique to release the stress by implementing guided imagery, assertive training, focus group discussion and counselling for further consultation for child and people with the high risk of psychosocial problems. The staff and manager of the orphanage were given mental health cases and trained by using mental health prevention and early detection tools of mental health modules. We also monitored the early detection, and prevention of mental health problems skills which was done by the teachers and staffs. We also educated the student regarding mental health concepts that is the

definition, risk factors, causes, the process of occurrence, signs, and symptoms, first handling of each problem through lectures, discussions, case studies, and role-plays.

RESULTS AND DISCUSSION

Child and people who living in the orphanage have the enthusiastic for gaining knowledge and skills to carry out early detection and prevention of psychological problems and understand the importance of mental health education for orphan and vulnerable children. Moreover, the result of this community services can be included in the regulation for the orphanages in Indonesia if necessary. Manager and public health center in this area tend to set up a psychology consultation center for children and vulnerable children in the orphanage. All students understand the concept of mental health problems such as the definition, early detection, risk factors, causes, the process of occurrence, signs, and symptoms and the first step to handle each problem. In addition, they well-understood regarding the importance of maintaining mental health condition trough out their life for optimal growth, development, and develop the quality of life in the future.

Orphan and vulnerable children in the orphanage could practice the assertive behavior through assertive training and this step implemented to obtain the positive affective and conditioning the health behavior spontaneously. Subsequently, the awareness among this group increased significantly. Not only the student, but also the Manager of the orphanage realize the essential of mental health problems. They also analyze the definition, early detection for themself, risk factors, process of occurrence, signs and symptoms and the first treatment could be done. They could carry out, early detection and prevention of mental disorders at orphanage both for the children and other member. Surprisingly, the prevalence of children reporting mental health problems at this orphanage reach the peak that around twenty-seven children reported the sign and symptoms of hallucination, delusion, risk for suicide, post trauma syndrome

disorder, and all of these issues related to diagnosis of schizophrenic and other mental illness. This could be happened depending on the internal and external factor, include the regional and sociodemographic factors. Community-based psychosocial treatment is usually based on those conditions and health-related factors. Orphanage as the social foundation provides many services that their students need apart from the educational aspect, such as physical activity in a natural environment, and counseling performed by health professionals. The role of the school is to provide school mental health services for students by participating in the Community Health Services Program.

The current school closures will limit children's access to these mental health services in for optimal growth, development, and quality of life in the future. The education, training and monitoring for the manager and the children were to prevent and detect earlier mental health problems through lectures, discussions, case studies, and role plays. Orphan and vulnerable children with special needs are more likely to have mental health issues at school. Conventional educational strategies in this group are definitely not enough. The school subsequently changed it with outdoor activities. The Center for Disease Control and Prevention (CDC, 2020) reports that one in six students develop signs and symptoms of mental health problems in school-aged children. There have been frequent reports of anxiety disorders among school-aged children. In addition, opposition deviant disorder and attention deficit hyperactivity disorder. It is additionally imperative for parents and schools to continuously inquire approximately the mental well-being of children amid a widespread like this time. Subsequently, the mental well-being of parents is enormously influenced by the mental well-being of their children. The well-being of mental teachers can moreover be influenced by the mental well-being of their students. Activity which can be done is to empower parents to assess their child's mental well-being condition

and look for offer assistance for their child in case they are stressed approximately their child's mental well-being condition. Teachers are required to first assess the condition of the students, not as it were from the perspectives of physical and scholarly well-being but also the psychological state of students.

Mental health problems among orphan and vulnerable children in the orphanage could be described as a serious issue. This can be manifest by several things, including children's learning activities, behavior, or controlling their emotions which cause pressure and problems in living their daily lives. Many children experience occasional fears and worries, or behavior that are disruptive to their lives, both at home and at school. If the symptoms get worse, persist and interfere with school, home, or play activities, the child may be diagnosed with chronic mental health problems. Early detection and prevention training for mental health problems among school age children, improves the skills and participation of parents, teachers and students in overcoming mental health problems in school-age children. The socialization of early detection and prevention of mental health problems among orphan and vulnerable children provides benefits to teachers and people in the Al Husna orphanage. Through mental health education and training, mental health awareness and psychological counselling well be formed in the Al Husna. These strategies would provide tremendous benefits for the mental health of students, teachers as well as Al Husna foundation to recognize mental issues from an early age. Subsequently, it will provide assistance to build resilient among orphan and vulnerable children.

CONCLUSIONS and SUGGESTION

Community-based psychosocial support for orphan and vulnerable children in this orphanage is the most important intervention to overcome the psychological issues. The training such as assertive therapy, slow deep breathing and guided imagery could increase the ability to maintain the body and soul always well. The

engagement of all people in the orphanage as the support system for orphan and vulnerable children might be the essential factor contribute to psychological well-being.

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